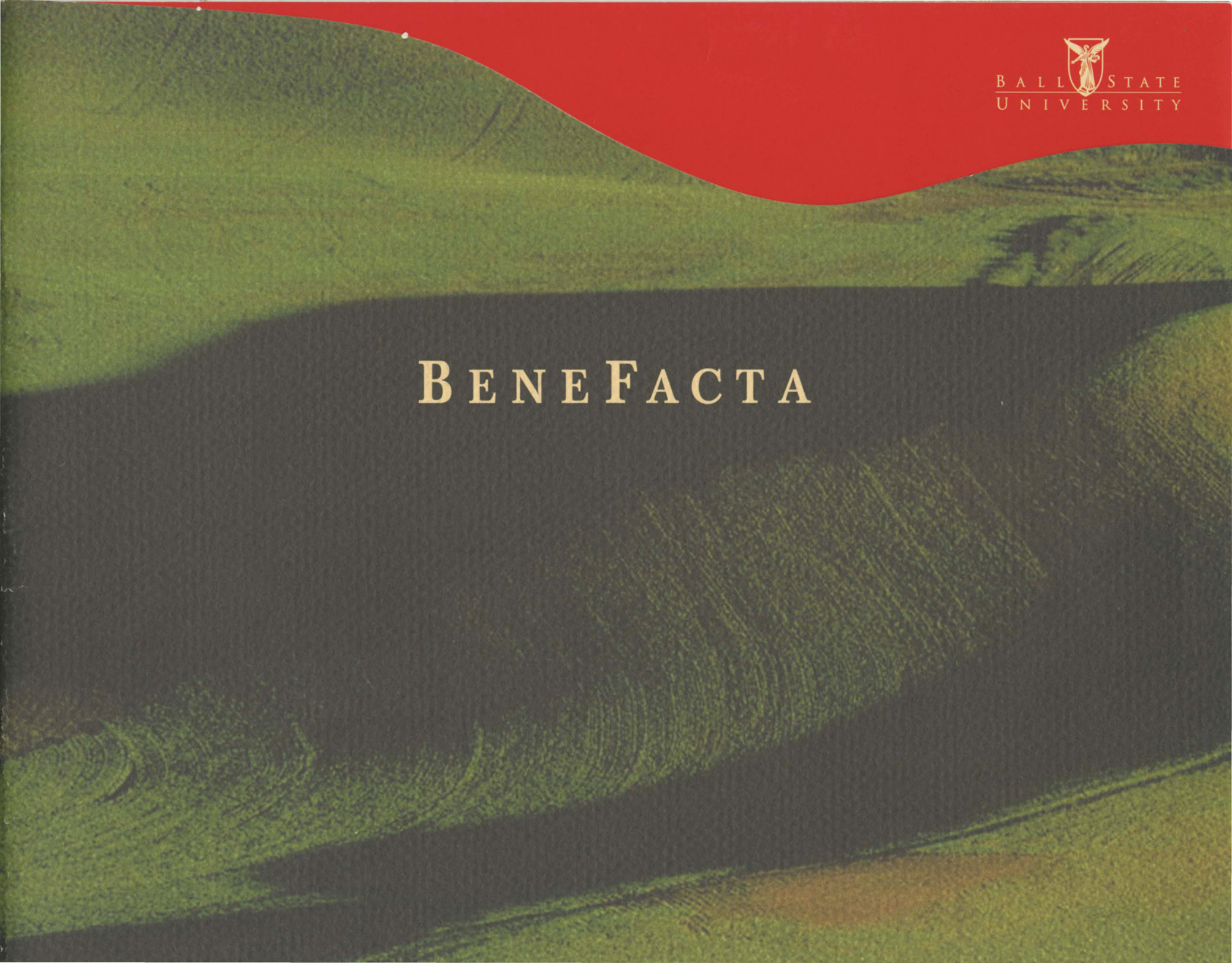
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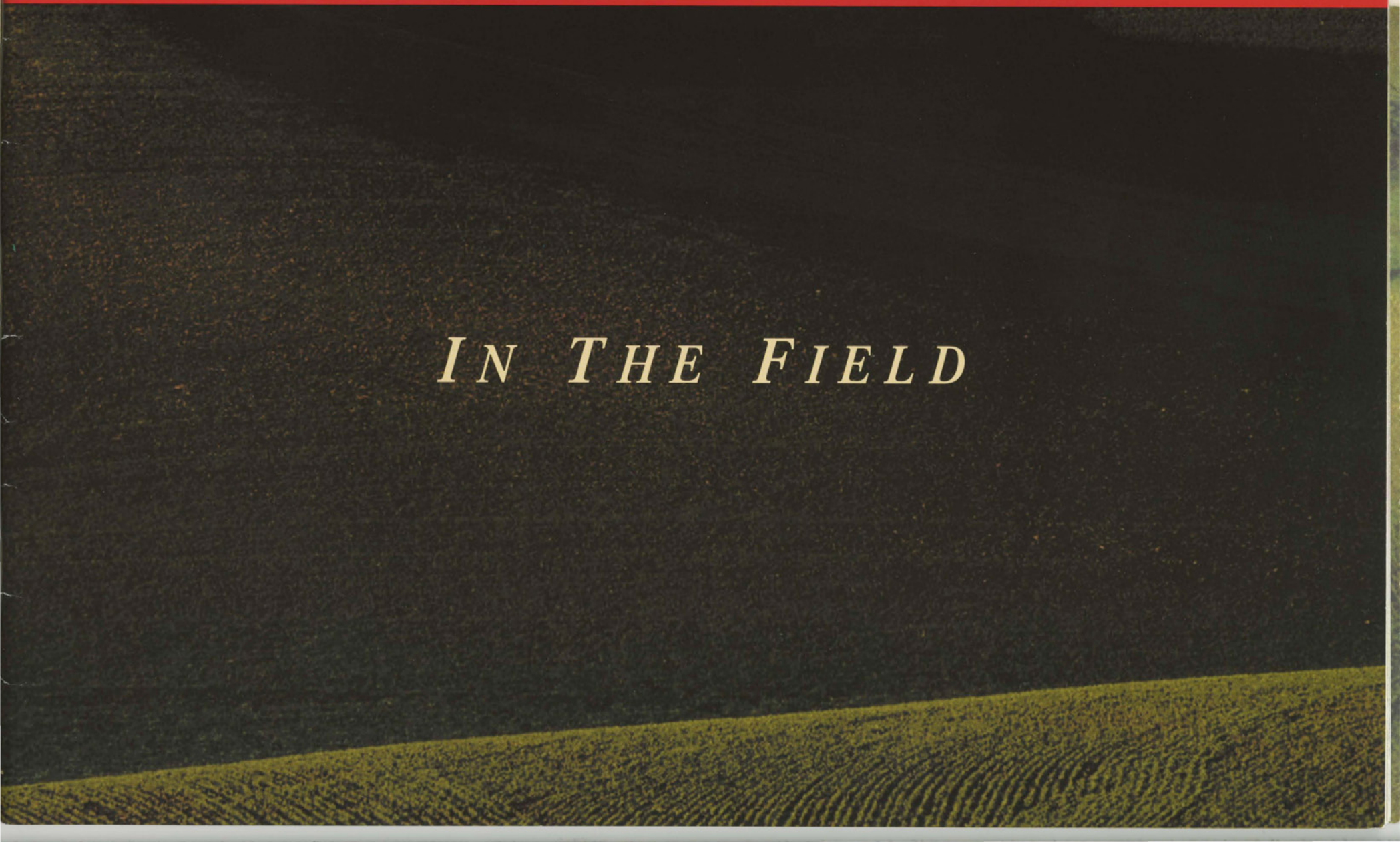

IN THE FIELD

BeneFacta 2002 celebrates Ball State University scholars who carry out their research and creative endeavor *in the field*. From the schools and neighborhoods of the inner city to the archives of Appalachia to the hills of France, our faculty members are engaged in work that goes to the source–wherever and whatever that may be.

As academics, they know that their professional lives expand beyond the scope of the classroom, laboratory, or studio. The so-called ivory tower cannot contain them, for they have experienced the importance of being where the "action" takes place in order for their academic contributions to be nourished and to blossom and grow. More often than not, their students are beside them, learning first-hand that scholarship is not an abstract ideal, but hands-on, interactive participation with the people, histories, terrain, and habitat of their investigation.

I invite you to enjoy their stories in the pages of *BeneFacta*.

Beverley J. Pitts

Beverley J. Pitts
Provost and Vice President for Academic Affairs

BeneFacta, meaning literally "great deeds," recognizes the scholarly and creative activities of Ball State University faculty who receive support from external sponsors.

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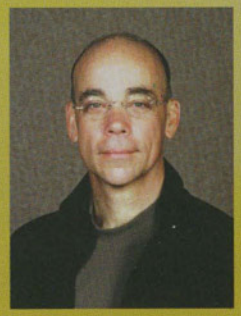


Cycling Through a Century of History

Christopher Thompson

Time trials . . . course conditions . . . the yellow jersey. If you are a journalist, these phrases are your stock in trade for reporting the excitement of the Tour de France, the three-week bicycle race that wends its way through France each year. If you are Christopher Thompson, your passion for what many consider the world's grandest sporting event is found not primarily in today's news accounts, but in records and annals dating from the race's birth in 1903.

"I'm interested in how the Tour de France was perceived, reported, and represented to the public in novels, songs, film, and press accounts. I also study the connection between the race and other issues in French society," says Thompson, whose book about the Tour will be published by the University of California Press. The cultural historian's research has been supported by the National Endowment for the Humanities. He has traveled to Paris and the National Library of France to investigate accounts of the race–documents that reveal many different agendas.

Paying attention to the nuances of language, especially in the media, Thompson draws important conclusions about cultural identity, issues of gender and class, social norms, political posturing, economic and workplace issues, and ideologies. For example, he found that in the Tour's early days an understanding existed that bicycling was an extension of the modern factory–the repetitive application of muscle and willpower to a machine. "Very early public commentators looked at bicycling as an industrial sport," Thompson notes. "It was not seen as playful activity, but rather as an exercise associated with hard work, hard labor."

For the organizers and supporters of the race, however, the Tour provided a spectacular grand stage for national heroes to display valued traits much needed during a downturn in the fortunes of France. Thompson explains, "Given French military defeats and public disillusionment over the earlier divisive Dreyfus Affair, early twentieth-century France was politically and culturally ripe for the introduction of a bicycling marathon that highlighted certain values." He notes that mental hardiness, physical toughness, persistence, and a self-sacrificing ability to suffer were qualities exhibited by heroes in the early days as they pedaled over demanding, even dangerous, course routes. "I think one reason the French cyclist was celebrated as much as he was at the turn of the twentieth century is that the French could not turn to their traditional leaders."

The Tour de France and the reporting of it grew up as a perfect match, according to Thompson. "Unlike the United States, where sports reporting tended to be a part of general news with a special sports section, France developed a specialized press early on," he says. "In the late 1800s, sports reporting became increasingly competitive as mass spectator sports became more popular. Sports clubs began to develop new competitions, and people wanted to read about how their sports heroes were doing. The sports press became increasingly viable and competitive."

Henri Desgrange, editor-in-chief of the sporting French newspaper, *L'Auto*, founded the Tour de France to create rabid followers who would then turn to his publication for coverage. He met his objectives. An unheard of event covering about 2,500 kilometers (about 1,500 miles) in six stages became stunningly successful.

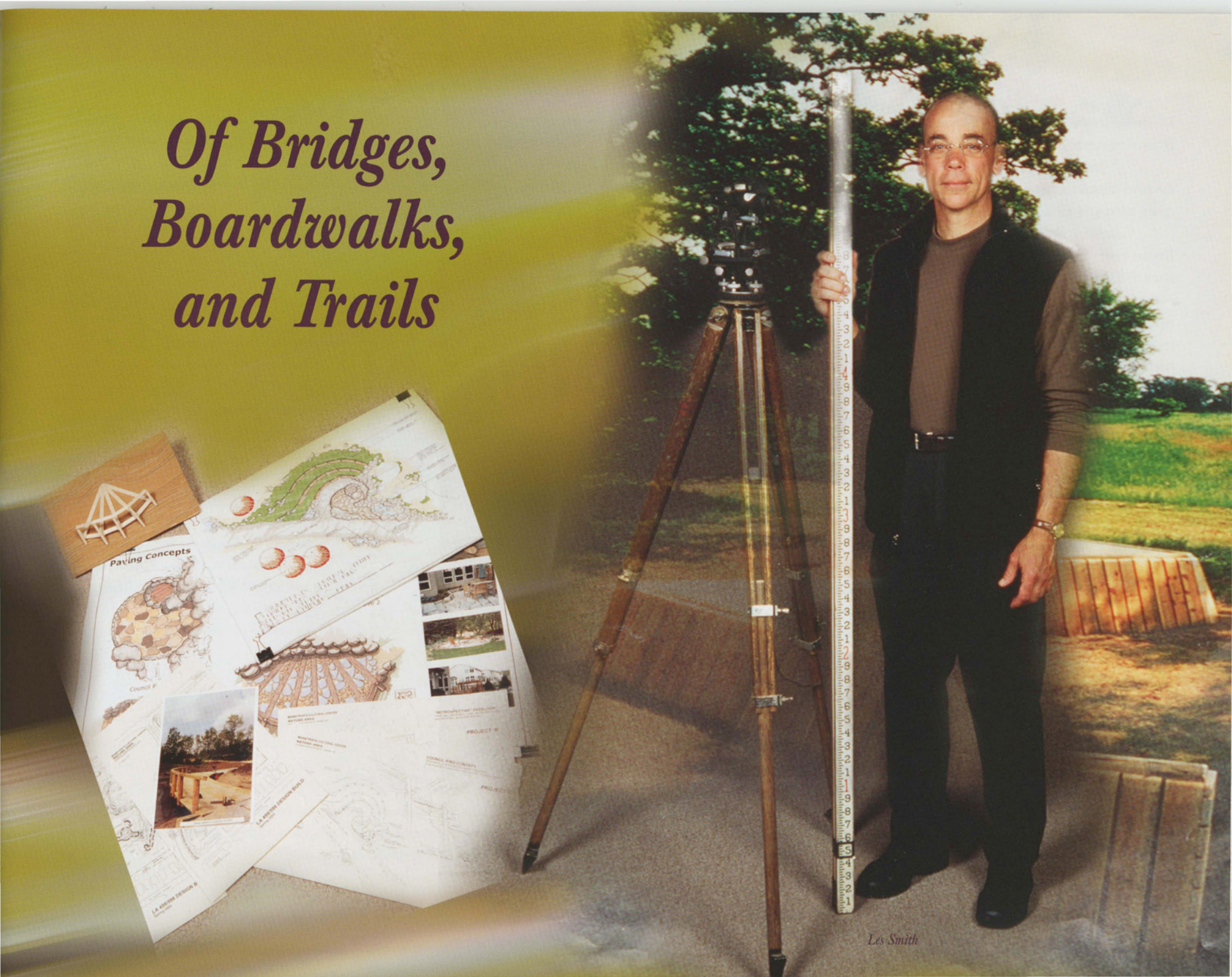
However, much journal coverage was veiled propaganda touting special interest group values and party lines. "Depending on the sensibilities of the reporter, racers alternately were celebrated as 'workers of the pedal' or pitied as 'slaves of the road'–the equivalent of draft horses or mules," says Thompson. The Communist press maintained that the Tour's organizers exploited the cyclist just the way the owners of industry subjected the proletariat to abuse, sickness, and long hours. Nonetheless, given the race's popularity with the working class, even the Communist press had no choice but to report on the Tour, if only to exploit it for its own purposes.

Thompson admits to a fascination with myths–stories that celebrate certain admirable qualities–that have grown around the race. Reporters write story lines that treat the race as a latter-day epic. Through such creations most members of the public come to understand the race. "In order to make something popular, particularly something that on its face is extremely boring–the repetitive act of pedaling–you have to create a language of duty, honor, pain, suffering," Thompson explains. As a result, the Tour has inspired what he calls a "cult of survival," which in France embraces the gallant loser even more steadfastly than the trophy-bearing winner. "People can see how much these guys suffer; they drop out of the race, weeping, inconsolable," he points out. "It was really a Darwinian ethos, a survival of the fittest cherished by a country whose identity has often been that of survival."

Thompson's history, to be published during the Tour's centennial celebration in 2003, will cover the race from its inception to the year 2002. Present-day issues include controversies over performance-enhancing substances, the relegation of women to sex-stereotyped roles, technological advances in bicycles, and the commercialization of the sport.

Through textual and pictorial evidence, Thompson will reveal what the race has meant and continues to mean to the French. He says, "Until you understand, and understand well, the cultural, political, social, and economic environment in which the race developed over the last century, you cannot understand the various, often conflicting, ways in which the French have interpreted the race and, hence, the place of the Tour de France in twentieth century French history."

Of Bridges, Boardwalks, and Trails



Les Smith

Les Smith is a builder–a builder in partnership with nature. He strives to blend innovative constructs with a site's traditions, history, and ecology.

"As a landscape architect, I'm interested in how a structure nestles into the land–that it looks as appropriate and natural as can be, and that it invites many users and uses, both human and wildlife," says Smith.

A faculty member in the Department of Landscape Architecture since 1982, Smith has earned a national reputation for designing equestrian competition courses. He has received support to create more than twenty equestrian competition event sites throughout the country.

Two recent projects involve collaboration with British equestrian Olympic medal winner Capt. Mark Phillips of England, who is himself an international equestrian course designer and the current USA Equestrian coach of the Three-Day Event Team. In preparation for upgraded certification enabling him to design courses for the Olympics and other prestigious international equestrian events, Smith is co-designing with Phillips a world-class equestrian center and mixed-usage site on 2,000 private acres near Norwood, North Carolina. "Working with Capt. Phillips is a high point in my career," Smith notes.

Today's equestrian cross country sport has its antecedent in the military operations of cavalry riders, bounding through tough terrain and over water obstacles as they scouted enemies or delivered crucial behind-the-lines messages to company commanders. The sport requires that horses maintain competitive speeds while jumping over manmade timber, earthen, and stone obstacles. Smith develops these equestrian obstacle courses in ways that turn these sporting jumps into art objects–intricate geometric lines within natural orders. "It is a matter of applying design to outdoor living environments resulting in sculpture," Smith explains. "My signature is, number one, that I try to design cross country obstacles that produce the kind of surprise a military rider would discover moment-by-moment racing across the countryside."

An equestrian competitor himself, Smith is gratified to work in a form of landscape architecture that includes horses as a part of people's recreational and athletic lives. While he pays careful attention to make each cross country course appropriately rigorous and challenging to committed competitive riders, he also ensures that the larger spaces and natural landscapes are preserved and enhanced for noncompetition uses, including hiking, bird watching, and trail riding. His sites always revolve around landscape themes from an area's natural or cultural history, with jumping obstacles resembling mine openings or train trestles from an earlier period, for instance.

In addition to programmatic themes, Smith experiments with various shapes, widths, and heights. He says, "As an artist, designer, and landscape architect, my task is to see what interpretive value those jumps might have." He uses heavy woods and fine materials to construct obstacles both permanent and removable (after an event) that satisfy his passion for quality craftsmanship. Much of his time goes into planning other important infrastructure elements–road systems, parking facilities, pavilions, stables and barns, corrals, and competition arenas. Everything he constructs or designs is considered for its ability to serve other nonequestrian communities and programs, such as environmental education, cross-country running, and scouting.

"JUICE"
2001 EVENTING SEASON

Close to home, Smith is central to a five-year ecology-related project that will enable elementary school children, their teachers, and the public to experience close up an area returned to its natural habitat. Muncie's Minnetrista Cultural Center and Oakhurst Gardens is home to a new eight-acre Nature Area at the north end of the complex, which will showcase the ecology of East Central Indiana. Formerly a gravel pit, the plot is being rehabilitated to include wetlands, woodlands, and prairie. With support from the Minnetrista Cultural Center, Smith is directing the application of professional design-build techniques to the Minnetrista Nature Area. The challenge is to place trails and built structures along the site in order to allow visitors to take tours and learn about natural environmental systems.

Smith's landscape architecture students have been given important responsibilities in every aspect of the Minnetrista project, applying the construction techniques they learn on the site and through classroom study. Aided by a professional engineer and Smith, the students are transforming this area into a teaching tool for environmental education. Teams–comprising Smith's students, Minnetrista staff, and some outside contractors–excavated the land, completed necessary grading to build a pond capable of sustaining aquatic life, developed trails, and constructed boardwalks, bridges, and a pier. The landscape architecture students learned firsthand the importance of outreach and collaboration with community volunteers–from Cub Scouts and Brownies to grandparents, plus some thirty fellow students from Ball State University fraternities. Volunteers provided assistance with chores such as seedling planting to help achieve slope stabilization.

"These students have done bona fide applied research on the site. They have been required to understand the natural habitat and also to incorporate the needs of the Minnetrista staff and the community's biology teachers," says Smith, whose students will continue to add structures through 2003. The pond is very much alive with fish, snapping turtles, and amphibians. A teacher can have students sit on a set of rock ledges as he or she talks about shallow water systems. The pier is actually used as a lecture stage. "It's a little bit of Disneyland, but with true native woodland, prairie, and wetland ecology thriving," says Smith.

Real World, Rare Opportunities

Susan Johnson and Patricia Hughes

Thanks to the leadership of Patricia Hughes and Susan Johnson, Ball State University students are discovering that, contrary to popular belief, a public school in a big city is a great place to build a teaching career. Since 1997, nearly 100 teacher education students have participated in the Ball State University Urban Semester program in Indianapolis. The students are learning that teaching in a big, inner-city school can be beneficial and gratifying–even the teaching path of choice.

Funded by the Indiana Department of Education, BankOne, and other philanthropic interests, the Urban Semester experience places teachers-to-be in one of three Indianapolis Public Schools (IPS)–T. C. Steele Elementary School, Shortridge Middle School, and Broad Ripple High School. The program is a model for putting into practice what preservice teachers learn in the classroom.

Urban Semester Co-coordinator Susan Johnson, associate dean of the College of Sciences and Humanities, indicates the program is fulfilling a vital need. "Many of our students come from small towns and rural areas where the populations are homogeneous," she says. "We need to prepare teachers who can meet the needs of all students in Indiana. As a state and a nation, we have to make sure we are producing students who can work in urban environments, and who are motivated to work in those environments."

Students attend a full load of university classes within the IPS school. Each school has a classroom dedicated to Ball State use throughout the day. In addition, they work closely with the school's teachers and, in turn, the students. An emphasis is placed on providing Ball State students with opportunities to work with at-risk students, while receiving advice from veteran classroom teachers. "It's very real, not just theory," Johnson says. "Yes, we give them the theory, but that same week, that same day, they see how it works in real classrooms with real students."

Patricia Hughes, director of the Office of Educational Field Experiences within Teachers College and co-coordinator of the program with Johnson, says the program allows students the kind of in-depth experience they can't get any other way. "They are immersed in the culture of the school all day long," explains Hughes. "It's that immersion that makes this program unique and that makes our students interested in working in urban schools after they graduate."

Another benefit is that students participate in the Urban Semester program before student teaching as seniors. Hughes believes the program makes

Ball State students better prepared for student teaching because the experience affords them the opportunity to discover the vital role that teachers play in children's lives. "The children treat our students like teachers," Hughes says. "It's our students' first exposure to being thought of in that role. That's important to them, to be accepted as a teacher by the children."

Both Johnson and Hughes emphasize that Ball State faculty collaboration across two colleges–Teachers College and the College of Sciences and Humanities–is crucial to the program's success. Jane Hughes from the Department of Educational Studies is the secondary school liaison, coordinating efforts of colleagues Nancy Brooks and Frederick Dykins and Rebecca Zepick from the history department. Annette Leitze from the Department of Mathematics is the elementary school liaison, working with Carol Godsoe from history, the Department of Biology's Melissa Mitchell, Nancy Melser from elementary education, and Sharon Schultz from special education.

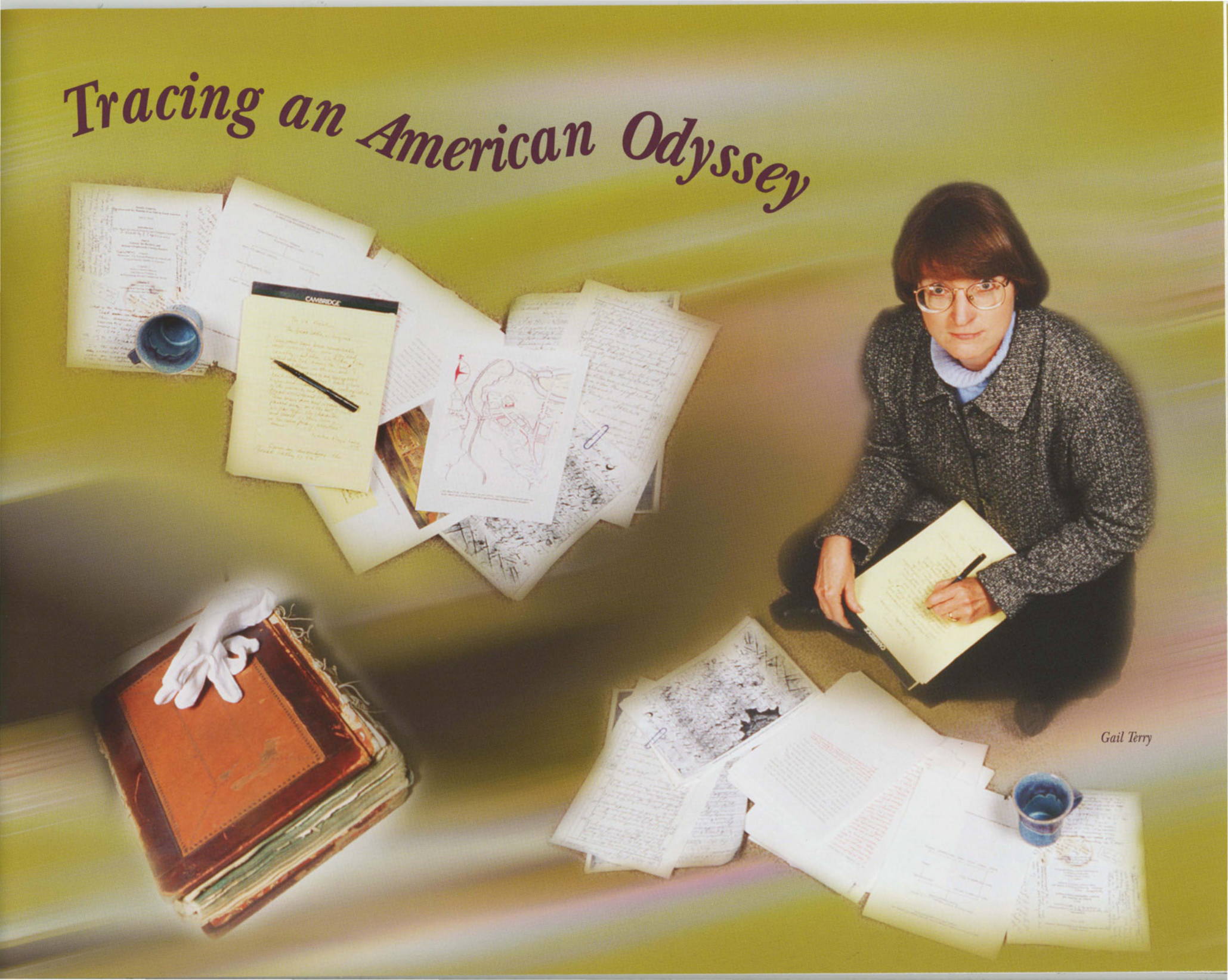
All aspects of the Urban Semester program are carefully analyzed through a formal assessment process. A key element in that evaluation comes from teachers and administrators in the Indianapolis schools who assess the program's progress and provide advice for improvement. Group discussions among the IPS teachers and Ball State faculty reveal which projects undertaken are particularly worthwhile and what areas need bolstering. Students' reflective comments are taken to heart and incorporated in planning.

Johnson and Hughes find that teachers and students alike find the Urban Semester of great benefit. Students "learn the ropes" with support and guidance. By the same token, the students' fresh perspectives and knowledge of current strategies in the classroom inspire IPS teachers. The reciprocal benefit was not a surprise to Johnson and Hughes, but, rather, was a key goal of the Urban Semester. "Simultaneous renewal" of veteran teachers and future teachers–an important tenet of teacher education–is fundamental to educational reform and improvement, and it is made possible by the cooperation of teacher educators, faculty from sciences and humanities, and teachers in the schools.

In an environment in which as many as fifty-five percent of the nation's school children attend urban schools and are taught by five percent of the school corporations, there are many job opportunities for teachers in urban settings. Even though the bright outlook for employment is an important consideration for education majors, Hughes believes the implications of the Urban Semester program and Ball State's role in it go far deeper than developing career skills. "I think we have a moral responsibility to provide our students with field experiences in diverse settings," she says.

The students themselves echo the need and the value of working in an urban school. One Ball State Urban Semester participant recounted, "I never thought I would be comfortable teaching in IPS. My parents were even worried about whether I would be safe there. But these kids are so smart. They just need to be worked with." Another commented wisely, "You don't think there are many positive things going on . . . but once you get inside, it is so different."

Tracing an American Odyssey



Gail Terry

Gail Terry's quest–tracking two immigrant families from the English borderlands to the Virginia back country and across the Appalachians to Kentucky–has cast her in the role of super sleuth. The paper chase has led her from one hundred bound volumes of manuscript correspondence in the Library of Congress, to papers at the Huntington Library in San Marino, California, to a stash of letters recently discovered in a condemned warehouse in Roanoke, Virginia.

"My project grew out of a long-standing interest in issues of race, class, gender, and ethnicity in the past," explains Terry of the Department of History. By examining the lives of members of three generations of two households–the Preston-Breckinridges and the Christian-Flemings–between the years 1740 and 1820, Terry investigates the creation of an American elite as well as the interactions between white men and women and their slaves, discerning their differing points of view on migration. Although the frontier promised economic opportunity for some, it also involved painful separation, particularly for slave families who were routinely broken up when their ambitious masters opted to relocate.

"There have been a number of community studies done in early American history, but I wanted to put my community in motion and take it across the Appalachian Mountains," she says. "This turned out to be a complex idea to execute because it moved me across jurisdictional lines in terms of public records."

Terry selected her two families in part because the members were articulate and proved successful in acquiring wealth and status on the frontier. It also helped that they "saved stuff," much of which takes the form of handwritten letters now carefully preserved in public repositories from Washington, D.C. and Virginia to Kentucky and Wisconsin. Because her project considers the perspective of both genders, she focuses on families whose female members were literate.

Several grants, including a fellowship from the National Endowment for the Humanities, have enabled Terry to travel to libraries and archives where manuscripts and rare book collections are housed and to begin the long task of shaping her findings into a book that she hopes will have both academic and popular appeal. Each stop along the way has fleshed out the story, added rich details, confirmed suspicions, filled gaps, and yielded surprises. Her most colorful discovery literally fell into her lap as she prepared to study a volume of memoirs at the Filson Club Historical Society in Louisville. "I opened Frances Preston's memorandum book, and a reddish-gray ponytail fell out," she recalls. "It was his queue and probably had been cut off when he died in the 1830s."

Particularly fascinating are the letters written by female members of the two families. While both men and women filled their correspondence with news of births, deaths, illnesses, and worries about money, the women also expressed self-doubts when their husbands died and left them with the dual responsibilities of managing property and rearing children. In spite of their protests, several of them found that they actually enjoyed controlling family resources and chose to remain widows rather than give up their new roles to second spouses.

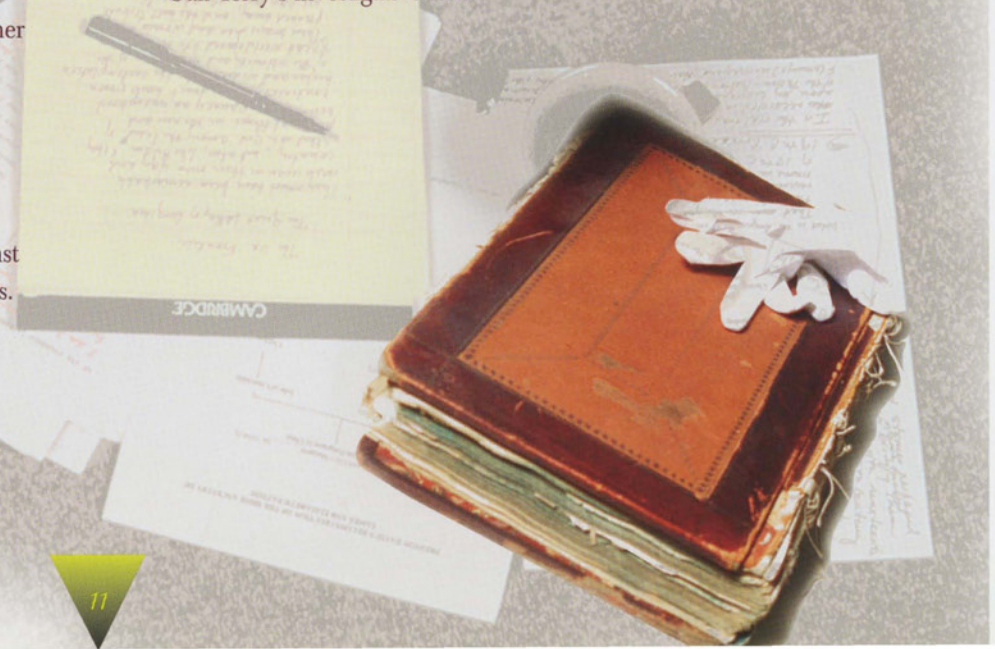
"One of my favorites is Lettice Breckenridge, who came from Ireland as a twelve-year-old girl and died in Kentucky as an old woman," says Terry. "She was left a widow at about age forty, during the time of the American Revolution. This was a difficult time to be in charge, but she quickly learned to manage. In fact, when the last of her children married, and the point in time arrived when her husband's will dictated that she give up control of the family farm, she was very unhappy about it. She would never have admitted that she enjoyed wielding power, but she did."

Terry's research took its first dramatic turn at the Library of Congress when she encountered several unfamiliar first names sprinkled throughout the Breckenridge family correspondence. Only after cross checking the names against probate records and other lists did she confirm that these individuals were slaves. Terry expanded her study to include the implications of the slave families' movement across the Appalachians. Uncovering the perspective of the slaves has presented a challenge because they left no written documents. Terry has tried to compensate for this deficiency in her sources by analyzing mistresses' and masters' portrayals of slaves and then adjusting that information on the basis of her knowledge of the owners.

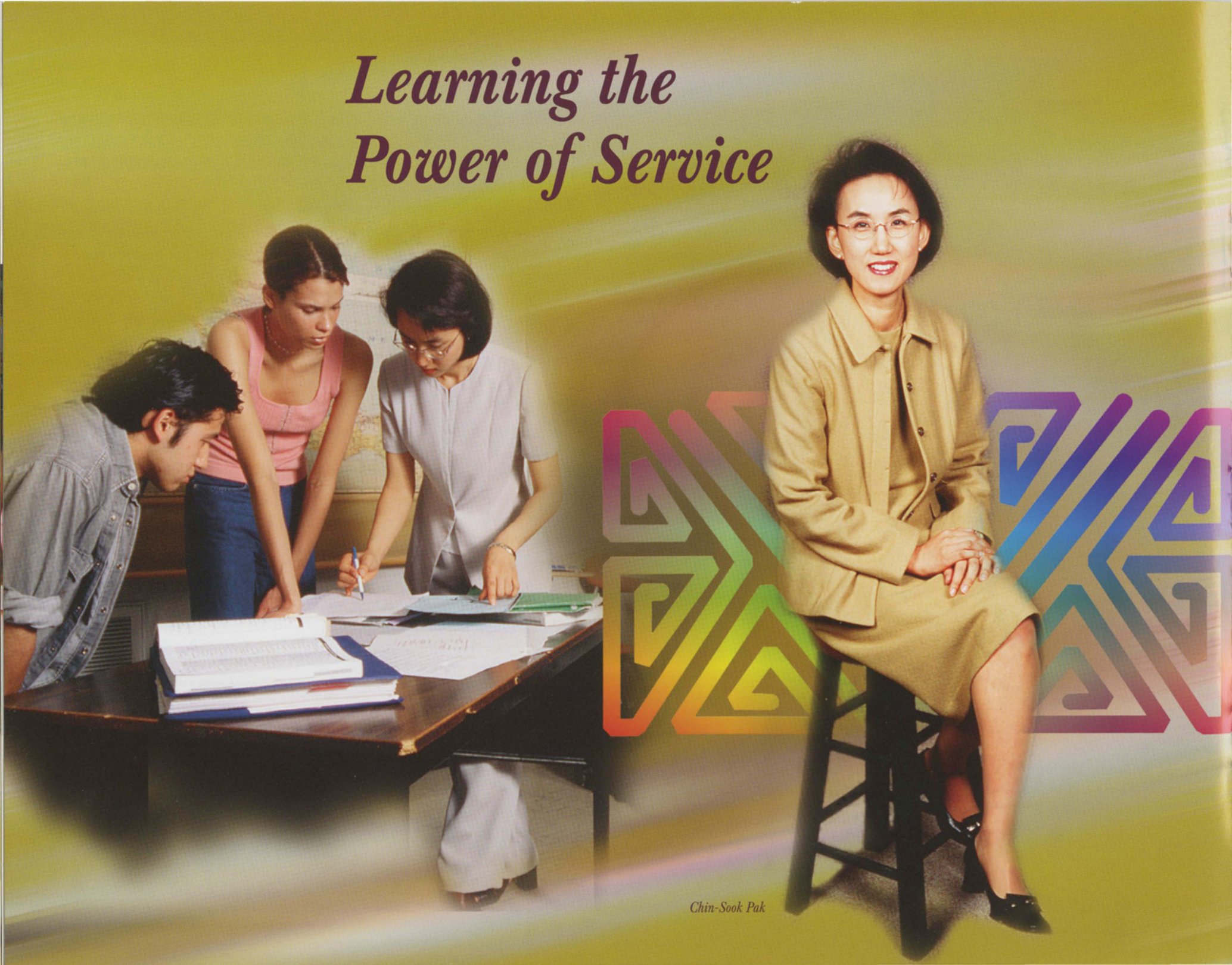
"I think it's possible to read between the lines," she explains. "When a mistress or master describes a slave as 'uppity,' I don't accept the assessment. What appears as 'troublesome behavior' to a slave owner might often represent a savvy and knowledgeable attempt to exercise agency on the part of a slave."

Because history is an art as well as a social science, Terry focuses on the incidents and individuals that best illustrate the themes of her research. She has needed not only to piece together facts, but also to filter out fiction. "Reading the memoirs of some white descendants is a little like reading about Garrison Keillor's mythical Lake Wobegon, where 'all the women are strong, all the men are good looking . . .'" she says. "I believe the memorialists when they speak of beautiful eyes or hair, but when they claim everyone is tall and handsome, they move into the realm of the mythic!"

Those who read the chronicles of the Preston-Breckinridge and Christian-Fleming families will witness the western expansion of the republic from the perspective of insiders who participated in the enterprise. It promises to be an intriguing read in early American history, brought into focus by Gail Terry's investigative lens.



Learning the Power of Service



Chin-Sook Pak

Chin-Sook Pak's language laboratory is as flexible as it is portable. Her students may find themselves in a noisy classroom of an inner-city school, the private office of a corporate executive, or a social service agency. Sometimes roles are reversed, as Pak, a faculty member in the Department of Modern Languages and Classics, takes notes while her students dispense information. Setting aside a more predictable teaching approach for teaching within a community-centered model, Pak encourages her students to think on their feet . . . and to do it in Spanish.

"In a more traditional classroom, the professor is the expert," she explains. "She follows two or three textbooks and a prescribed format. She knows exactly what the lectures will encompass, which lessons will be difficult for students, and when to schedule quizzes." Convinced that students of a foreign language are more likely to expand their skills if they are active rather than passive learners, Pak decided to explore the possibilities of service learning. She surveyed the regional Hispanic community, identified opportunities for interaction, and solicited community-based projects that would take students into the field where they could apply textbook knowledge to real-world situations.

With support from Indiana Campus Compact for scholarship of engagement development and through a fellowship award, Pak's intentions have been realized. Class members have polished their language skills and mastered content materials while performing valuable public service. Through the exercise–particularly beneficial to students who have not had the opportunity to study in a Spanish-speaking country–all have been engaged in learning their discipline.

"Some people confuse service learning with volunteerism or extracurricular activities," she says. "There's a big difference." The service learning components of Pak's classes are not left to chance. They are well-planned educational experiences that meet specific course objectives. She requires her students to participate, evaluates their performance, and documents their progress inside and outside the classroom. "The goal of foreign-language study is not just to become competent users of a language, but to participate in diverse communities and become global citizens," she explains.

Although Pak was disappointed to find there weren't many local Hispanic community members, undaunted, she expanded the boundaries of her project and ventured into new territory. "I decided if I can't work directly with Hispanics, I can work with Anglo persons who have some connection with Hispanic clients," she says. Pak also saw the benefit of giving students the responsibility of teaching Anglo teens and elementary school youth about the Spanish language and culture. "That puts our Ball State students in my role," she explains. "That causes them to stand in front of a group and say, 'Let me tell you about what Latin American culture is like and why it is important and fun to learn Spanish.' They have to appreciate the culture before they can explain it."

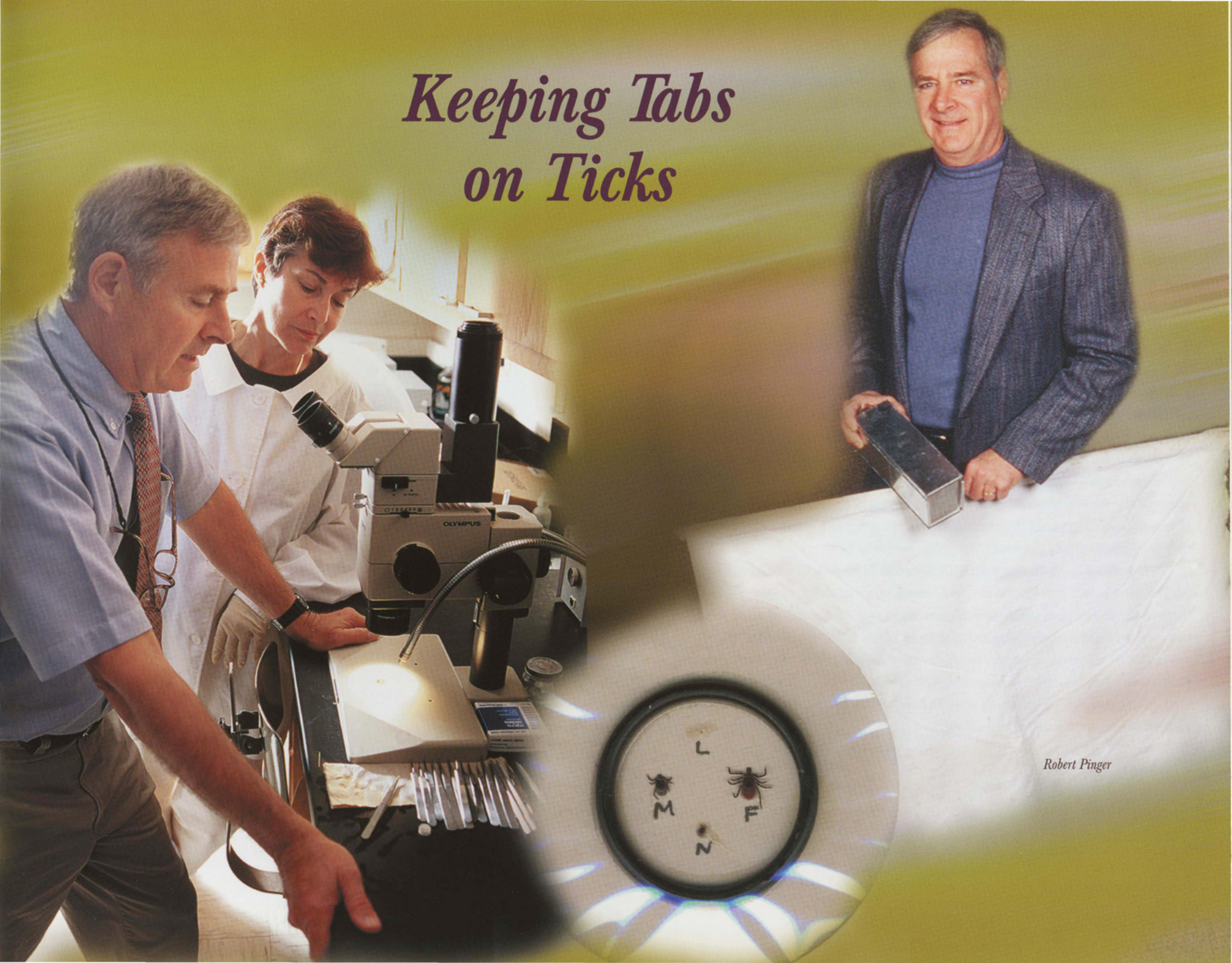
Working in teams, members of Pak's Spanish phonetics class have offered individually tailored clinics for students studying Spanish at Muncie Central High School. Students in her Spanish business course have conducted interviews–in Spanish–with Hispanic business and community leaders and have documented their profiles. Intermediate language students have visited Washington-Carver Elementary School to speak about language and cultural experiences with fourth graders, who in turn shared those lessons with the third graders. Members of the advanced Spanish classes have translated brochures for health-care and educational organizations that serve Spanish-speaking clients.

"It's a learning experience for me, as well," Pak admits. "We have to accommodate our clients' needs and schedules, not just our own." Sometimes executives are busy or teenage students are unreliable, and that causes frustration. She says that when her students complain about the time commitment or the weight of the workload, "I tell them to bring the problems to class, and we'll talk about them. The difficult part for me has been giving up some classroom authority and control. Whenever we go out into the community we encounter uncertainties. A project may not end up being what I imagined it would be. The unpredictability is challenging, but the rewards are gratifying."

Many colleagues agree with Pak's assessment. Scholarship of engagement is gaining proponents among educators in a variety of disciplines and on a range of college campuses. Last spring, Ball State hosted a statewide, all-day student conference on service learning, sponsored by Indiana Campus Compact. "This was the first conference of its kind in the country," says Pak, one of the seven Campus Compact fellows who were members of the planning committee. "We hope it will become an annual event."

Feedback at the end of courses and the conference reveals the power of the service-learning experience. One student relates, "The most important lesson that I learned is that every community is important, and we need to include minorities in every situation." Pak concludes, "In the real world, students have to meet the needs of others and adjust to whatever circumstances surround them. Service learning gives them the opportunity to work in teams, connect with diverse communities, and have intercultural experiences that they might not initiate on their own."

Keeping Tabs on Ticks



Robert Pinger

Seeking out creatures most people do their best to avoid, Robert Pinger has been a dynamic contributor to the public's health for more than two decades.

The director of Ball State's Public Health Entomology Laboratory since 1977, Pinger monitors the prevalence of ticks–the small, insect-like animals that live in woodland or mixed scrub and woodland environments–and arms the public with information about ticks, the diseases they transmit, methods of avoiding tick bites, and how to remove a tick should one become embedded in the skin.

"Ticks are even more likely than mosquitoes to carry infectious diseases," Pinger explains. "If you have a group of five hundred ticks and a group of five hundred mosquitoes, about twenty-five percent more ticks than mosquitoes would be infected with a disease that can be transmitted to humans."

Entomology is the branch of zoology that deals with insects, and Pinger's laboratory in the Department of Physiology and Health Science is a research hub where undergraduate and graduate students study how insects affect public health. Although ticks are technically not insects, having two body segments (rather than an insect's three) and eight legs (instead of six), medical entomologists routinely include ticks along with the insects they study. Research studies are complex, owing to the variety of ticks (fifteen different species occur in Indiana alone), their stages of development, their vertebrate hosts, their geographic distribution, and the variety of diseases they transmit.

Funded by the Indiana State Department of Health, the National Centers for Disease Control and Prevention, and several other agencies, Pinger's studies track, explain, and predict the transmission of tick-related diseases. Armed with data and analyses from the laboratory, state and local health departments provide the public with advice about preventing the transmission of tick-borne diseases. Pinger's ongoing research encompasses much of the Midwest. He is involved in cooperative research projects with scientists and public health officials in Indiana, Illinois, Michigan, Nebraska, and Ohio.

A major goal of Pinger's program is to avert diseases that can be transmitted to humans by ticks infected with bacteria. The two most common infections are Rocky Mountain Spotted Fever and Lyme disease. Lyme disease, the most prevalent vector-borne disease in the United States according to the Centers for Disease Control and Prevention, causes arthritis, facial palsy, brain

inflammation, and heart damage. Rocky Mountain Spotted Fever causes headache, fever, muscle pain, skin rashes, and, if not treated in time, death. Students working in Pinger's lab have begun studying two more recently recognized tick-transmitted diseases, human monocytic ehrlichiosis and southern tick-associated rash illness, both maladies more prevalent in the lower Midwest, including southern Indiana.

The battle against those diseases focuses on the ticks that transmit them. These ticks attach themselves to dogs, deer, mice, birds, and people–any vertebrate that can supply a blood meal. When encountered and removed, a tick may be sent to the laboratory in a special mailing kit. The tick then becomes a research subject and is given an identification number.

After determining its species, stage of development, and sex, the tick is tested for diseases. When infected ticks are discovered, the lab notifies the person to whom it was attached. Data about the ticks and the diseases they transmit are compiled into annual reports and into "risk maps" showing tick distribution.

Pinger credits much of the laboratory's success to the efforts of his research colleague, molecular biologist Fresia Steiner. "She's indispensable," Pinger says. "She's invaluable not only for her research, but because she's teaching our students the most up-to-date techniques of molecular biology."

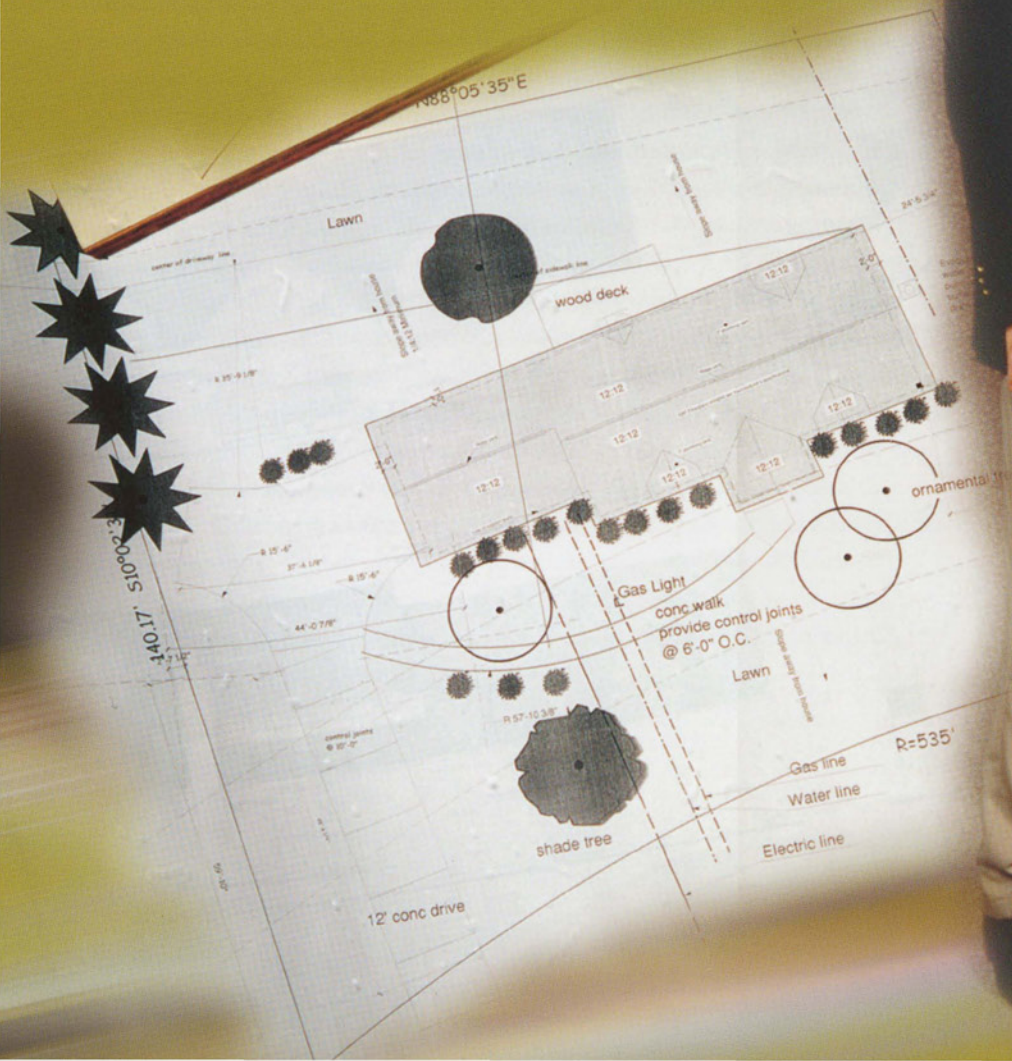
The laboratory cannot rely exclusively on its tick subjects to be sent in the mail. "We go out looking for them," Pinger says. "We take students out in the field, and we go places where there are lots of ticks. We collect ticks by dragging a white cloth along trails in wooded areas." Pinger's students may be found in the fall at state deer check stations, examining recently killed deer for ticks. He explains, "This is one of the most efficient methods for keeping track of the spread of the ticks that transmit Lyme disease."

Pinger emphasizes that although it is important for the public and health care providers to be aware of tick-borne illnesses in Indiana, they should not be unduly alarmed. "No place in Indiana is considered high risk for Lyme disease yet," he says. "But several counties have Lyme disease tick populations high enough for moderate concern, especially for people who work outdoors or engage in recreational activities in areas where ticks are likely to be found."

Indiana counties where some people might be at moderate risk include Jasper, Lake, LaPorte, Newton, Porter, Pulaski, and Starke. In addition, Pinger is paying close attention to rises in tick populations in Marshall, St. Joseph, and White counties. "In 1987, we knew of three Indiana counties where this species occurred," Pinger notes. "Now, it occurs in fifty-six counties. Clearly this species is expanding its range. We keep finding these ticks where we've never seen them before."

Fortunately for Indiana–and beyond–Robert Pinger will be keeping tabs on ticks and, thanks to his efforts, serving a better-informed public.

Community by Design



Michel Mounayar, James Segedy, and Anthony Costello

If indeed "home is where the heart is," Hoosiers may recognize Ball State University's outstretched hand in a place very close to their hearts–in the communities where they live and work. The Community-Based Projects Program (CBP) in the College of Architecture and Planning (CAP) serves Indiana cities, towns, and neighborhoods through a variety of projects–drafting long-term growth plans, designing affordable housing units, preserving historic landmarks, developing waterfronts, and revitalizing business districts.

Anthony Costello, Irving Distinguished Professor of Architecture, who initiated the program in 1969, says, "We never go into a community and say, 'We would like to study you.'" Instead, he explains, a coalition of community residents invites CAP to bring a team on site and to work as partners in researching community issues and developing alternative solutions. "We use two criteria in deciding whether or not to accept a project," Costello says. "First, the education of our students must be advanced, and second, the public must be made more aware of good planning and design."

Costello's colleagues–Michel Mounayar, associate dean of the College of Architecture and Planning, and James Segedy of the Department of Urban Planning–echo Costello's sentiments. "All projects are initiated by community invitation; they come to us, and we see what we can do collaboratively," Segedy says. "The duration of and approach to the project is negotiated between the instructor and the local community organization, and the outcome usually depends on the educational objectives of the group and CBP's ability to provide public education in planning and design."

Mounayar asserts that assembling a portfolio of photographic documentation–pictures taken by CBP team members and, often, local citizens themselves–helps community members see familiar surrroundings with fresh eyes and then define what is important to them. "At the beginning of a workshop we flash images of the host community on the screen," he says. "We're always amazed at the expressions on people's faces as they look at their hometown–the places that they drive through or walk by every day." Mounayar explains that the new vantage point sparks discussion and probing of issues. Like the photographs, the comments reveal the community from a range of perspectives, with various suggestions for addressing challenges.

"We tell our students to pay attention to what is said at these community input sessions," Costello notes. "As community-based designers and planners, we must listen carefully to our clients. So much of our professional practice involves human interaction and requires us to deal with groups that may have disparate views. Part of the professional's challenge is to act as a facilitator and to unify a group under a common mission." The process can be time-consuming, but as it unfolds, students discover aspects of their professions that they didn't know existed. They find they enjoy–and may be very good at–gathering and managing data, conducting neighborhood surveys, and rallying diverse personalities around a shared vision. As catalysts to change and growth, the CBP teams compile information, point out assets and liabilities, offer options, and recommend implementation strategies. "When we're done, the realization of the project is just beginning," says Mounayar.

Segedy maintains that community-based activities enable multidisciplinary approaches to education, research, and service. "We currently have five diverse projects that students are working on throughout Indiana," he says. "CBP creates an unmatched opportunity for students to learn within the urban or rural planning field and for the public and private sectors to participate effectively in the decision-making process."

Over the years community-based projects have ranged from the very visible–providing design services for the Tenth Pan American Games in Indianapolis–to the relatively obscure–restoring the façade of a Muncie storefront (that, in turn, acted as a catalyst for a downtown revitalization program). The nature of a project determines the makeup of the CBP team. Students work in the off-campus "studio" alongside faculty members who may include economists, gerontologists, sociologists, landscape architects, and preservationists. Funding comes from sources as varied as the projects themselves, including federal or state programs, municipalities, and not-for-profit corporations.

"Part of the concept of the program is that we 'live' in the host community," explains Mounayar. "The studio where we do our work is located as close to the center of the issue as possible. Students interact with mayors, council members, and other professionals." The process refines students' communication skills and teaches patience and persistence. As director of the Muncie Urban Design Studio (MUDS), a component of CBP, Costello's most recent project–transforming Muncie's Historic Wilson School into senior citizens' apartments and a library branch–required him first to wage a three-year campaign to save the vintage structure. "A huge percentage of the community was in favor of demolition," recalls Costello. Working against the clock, MUDS formed a community-private developer partnership, produced feasibility studies, secured the building's designation as a historic landmark, applied for tax credits, and collaborated with local media to educate the public on the value of the property. "It was touch-and-go," says Costello, "but we turned around public opinion."

Not all projects involve recycling old structures for new uses. A current construction initiative, funded by Vectren Corporation and designed by a team that includes Mounayar and CAP colleagues Harry Eggink and Jeffrey Hall, will yield three energy-efficient homes. The first house utilizes energy-saving components that are easily obtained in the marketplace. "Our challenge is to rework common components, paying attention to details, making maximum use of available light, and specifying good windows and doors," says Mounayar. "We believe the average monthly heating bill will be about $25."

The second house will serve as a test site for building materials that are available but are not yet in widespread use. The third house will incorporate technology still in the experimental stages. "When we complete all three, we'll have a much better idea of how energy conservation can be incorporated into home design," Mounayar reports.

"The work of the Community Based Projects Program isn't hypothetical," explains Costello. "It can be tedious. It requires patience. And it comes with a high level of frustration. We tell our students that no matter how well they prepare for a project, surprises can appear out of left field and 'zing' their plans. The ability to remain flexible and to adjust to changing circumstances is the mark of someone who understands the dynamics of the real world."

Although wildlife biologist Thomas Morrell may be best known as "the bat guy," he is distinguished for his research on a wide variety of wildlife in many areas of the world.

A faculty member in the Department of Biology since 1993, Morrell studies the interconnectedness between wildlife and their habitats, with the support of state and federal agencies and private foundations.

Morrell's reputation for his expertise in the field of bat research is not surprising. Most people are fascinated with the nocturnal creatures, which, according to Morrell, comprise one fifth of all mammals and are "very ecologically important to most nature systems." His research is also remarkable because of its diversity. In addition to bats, his investigative subjects include forest songbirds, peregrine falcons, sea turtles, javelina, red-tailed tropicbirds, star-nosed moles, and rosy boa snakes. Of particular significance in his research are the implications for the management and conservation of wildlife resources.

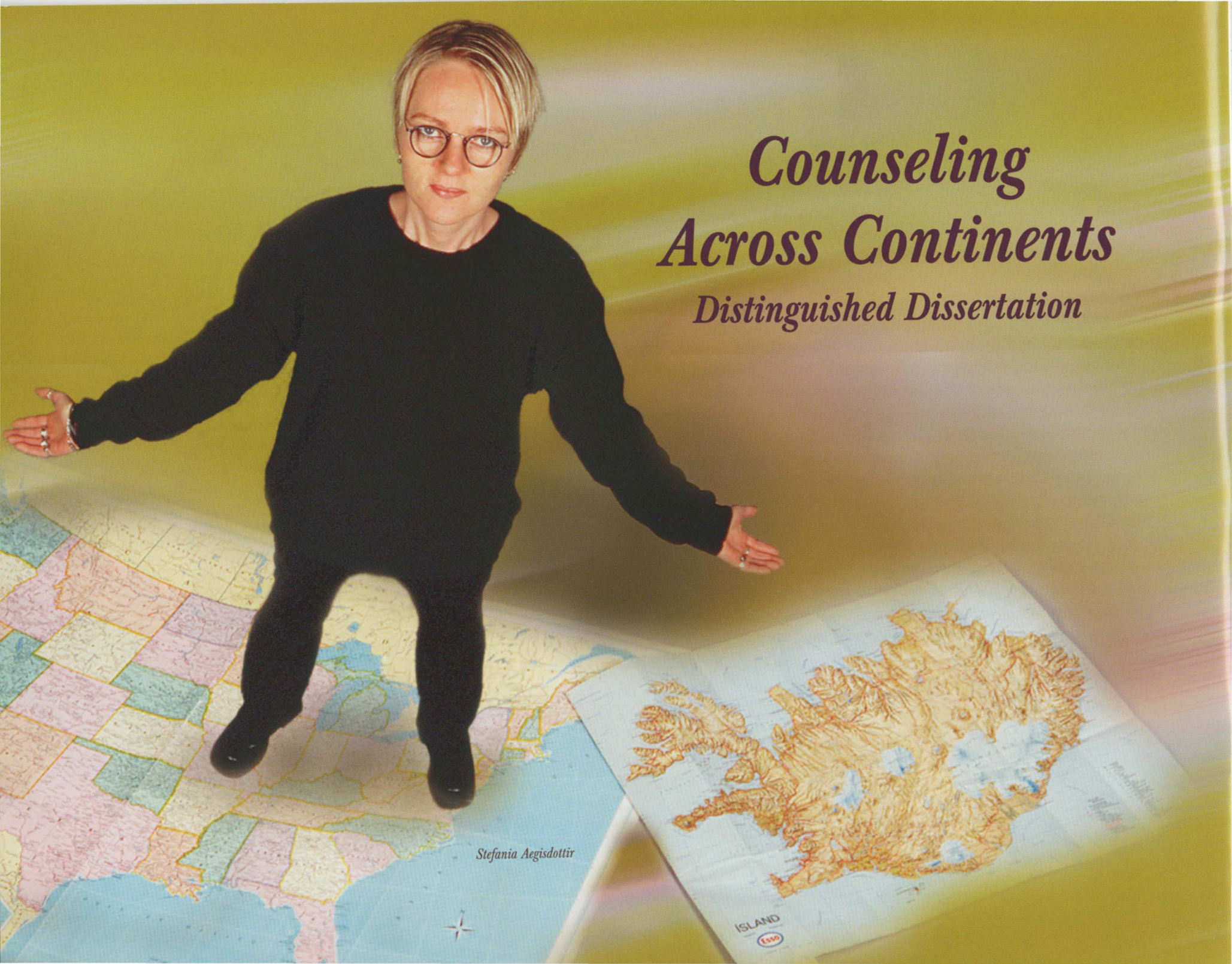
"By investigating wildlife-habitat relationships we are often able to determine which habitat components are critical to the existence of some species," explains Morrell. "Armed with this information, wildlife management agencies can sometimes specifically manage for the habitat components our research has found to be important to the animals."

Morrell's inquiry recently took him to the Kingdom of Tonga, an archipelago of more than 180 islands in the South Pacific, where he studied seed dispersal in Tongan fruit bats. Together with colleagues from New Zealand,

he spent the better part of two months in the bush collecting data. "I usually don't like to stay out in the field for more than a couple of weeks without returning at least to resupply," says Morrell, recounting his experience. "You're certainly out there on your own with whatever you can carry and load on the outboard."

Kamal Islam, fellow professor and colleague in the Department of Biology, puts Morrell's work in perspective. "The results of Dr. Morrell's research have been disseminated widely to the national and international scientific communities through publications in outstanding journals, such as the *Journal of Wildlife Management* and *Biological Conservation*," he reports. "In addition, his publications on insectivorous and fruit-eating bats are particularly significant as they provide us with knowledge on the basic biology of these little-studied species and on conservation implications."

Morrell–who embraces his role as educator with the same zeal that he brings to his research–serves as faculty co-advisor to the Ball State University student chapter of The Wildlife Society. As the curator of the Ball State University Mammal Museum, he oversees some 4,000 mammal specimens that are used primarily as a resource for students enrolled in wildlife courses. He also draws his students into the dynamic environment of research by actively engaging them in field studies, demonstrating his commitment to graduate students by supporting their own collaborative research and grantsmanship. His mentoring of undergraduate students features bringing into the classroom the fruits of his research–bats and all.


Counseling
Across Continents
Distinguished Dissertation
Stefania Aegisdottir
ISLAND
ESSO

Native Icelander Stefania Aegisdottir offers a unique contribution to the field of counseling psychology as a result of research from two parts of the globe.

Her doctoral dissertation, entitled *Icelanders' and Americans' Expectations About Counseling: Do Expectations Vary by Nationality, Sex, and Holland's Typology?*, explores two distinct groups of counseling clients, drawing conclusions that will inform counseling practitioners and theorists alike. Focusing on three primary issues–nationality (American and Icelandic), gender, and personality/vocational types, Aegisdottir's investigation suggests the need for counselors to meet the expectations of clients variously, depending on their clients' backgrounds and personality profiles.

Aegisdottir has long been interested in the comparison study. "I wanted to know how Icelanders would differ from Americans regarding their counseling expectations. Counseling has not been that prevalent in Iceland," she explains. "Just a very few years ago, many people would see a fortune teller if they needed guidance and help concerning the uncertainty about their future!"

Presently, Aegisdottir is working with troubled youth at the Delaware County Juvenile Detention Center, which is managed by Muncie's Youth Opportunity Center. "The work has been a great learning experience for me. The things I learned in school do not always necessarily extend to working with these kids," she says. "The work is sometimes frustrating and difficult, but it can be very rewarding, particularly when I help people change their behavior or the way they think about their life."

Aegisdottir expects to return to the world of academia to teach, take part in clinical counseling, and conduct research. "Actually, my dream is to be able to teach psychology courses here in the United States during the winter months and go back home to Iceland in the summer," she says. "I anticipate working to change the perceptions about counseling, to improve counseling services, and to do public service for my country. Being able to live and work in both countries would be ideal."

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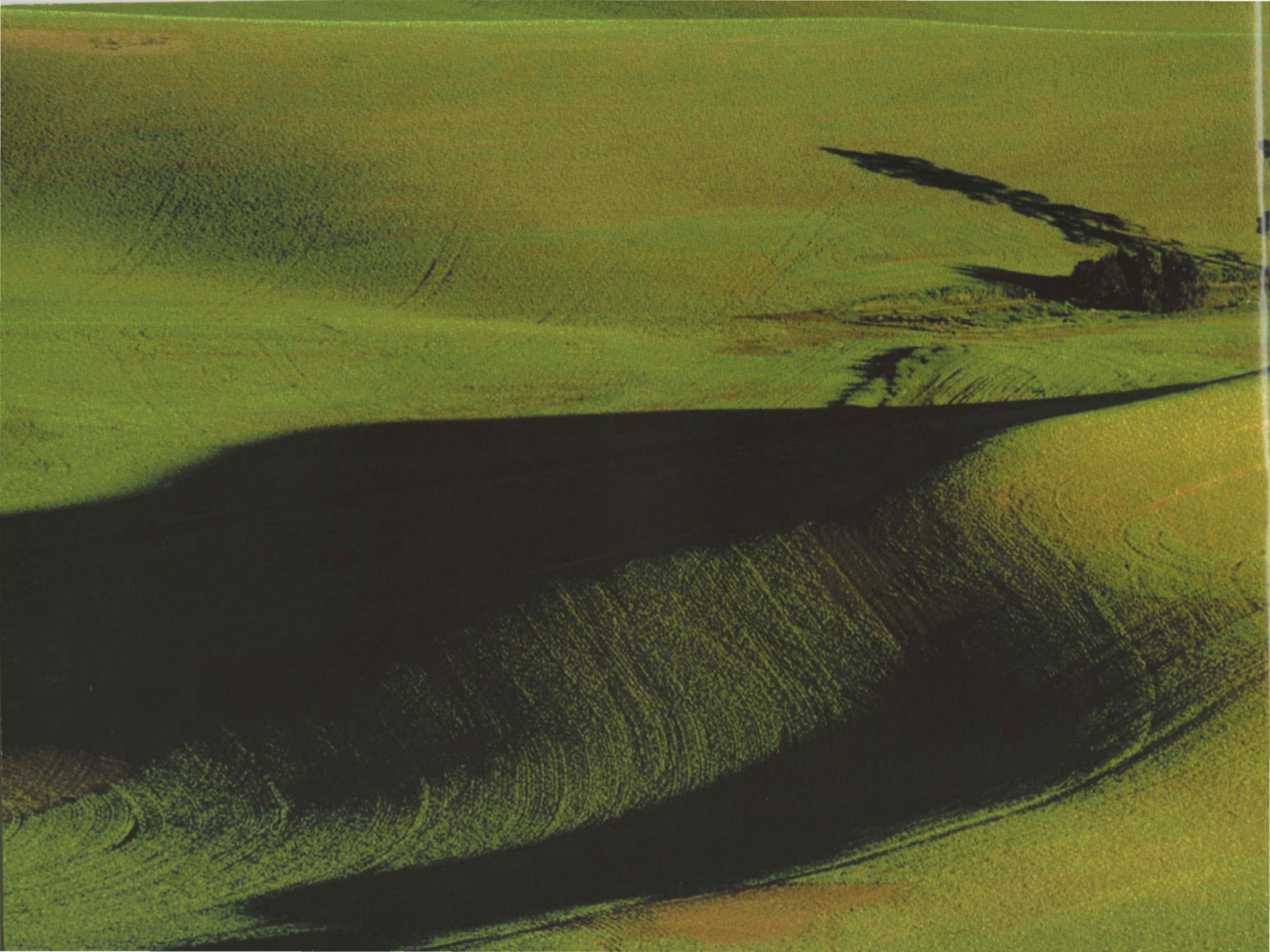

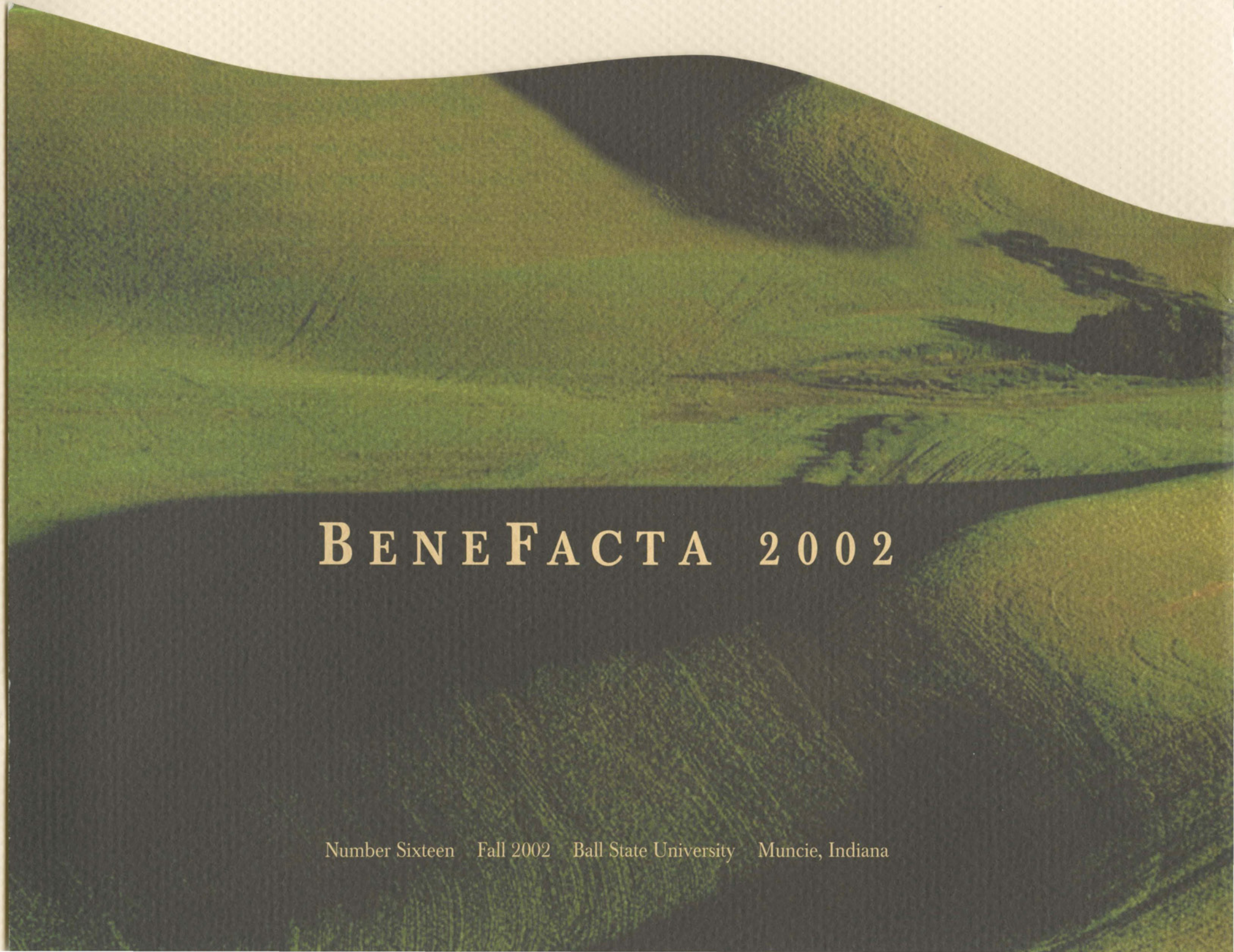

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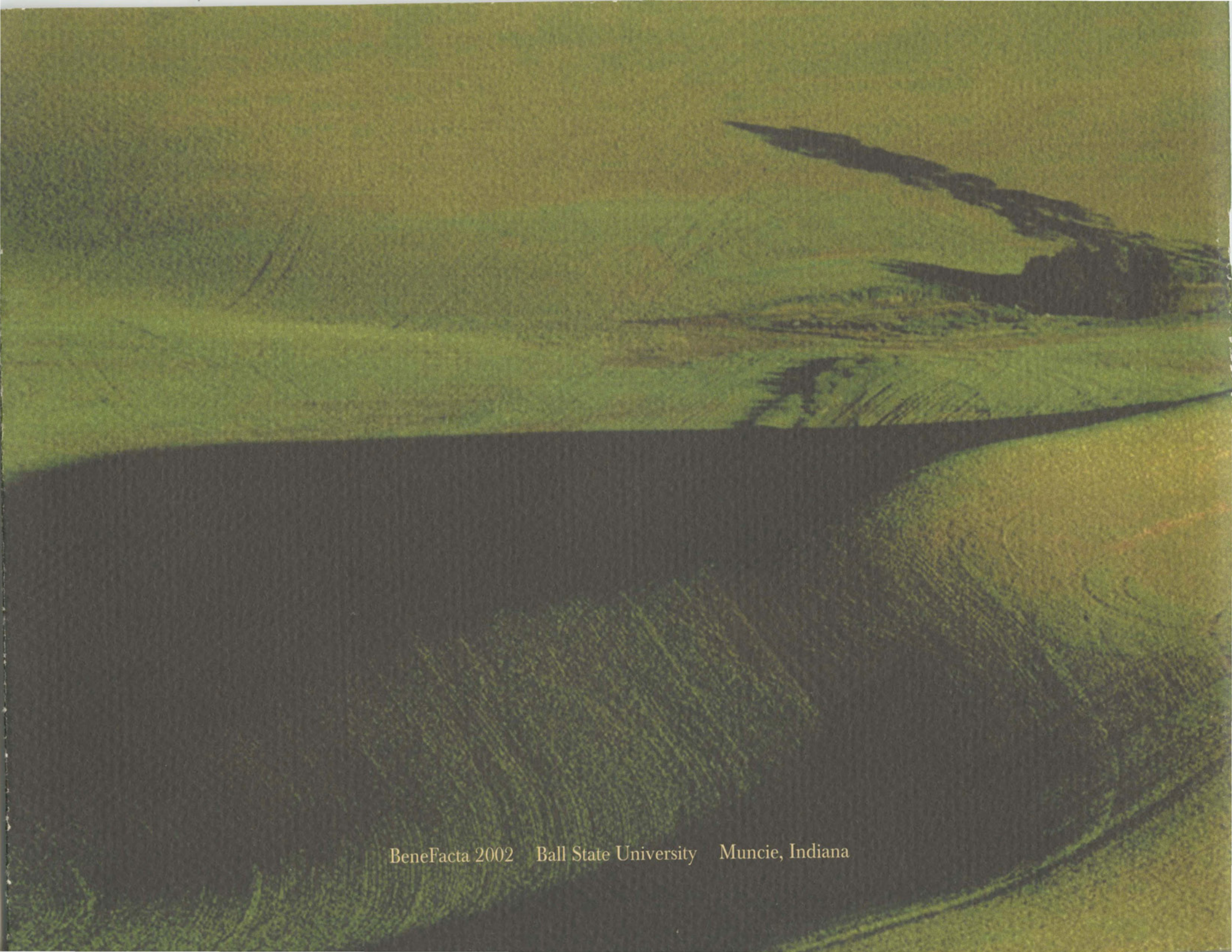

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